



**BUILDING**

**A FACULTY**



**in a church-related  
college of  
liberal arts**

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*By*  
**CLARENCE E. FICKEN**

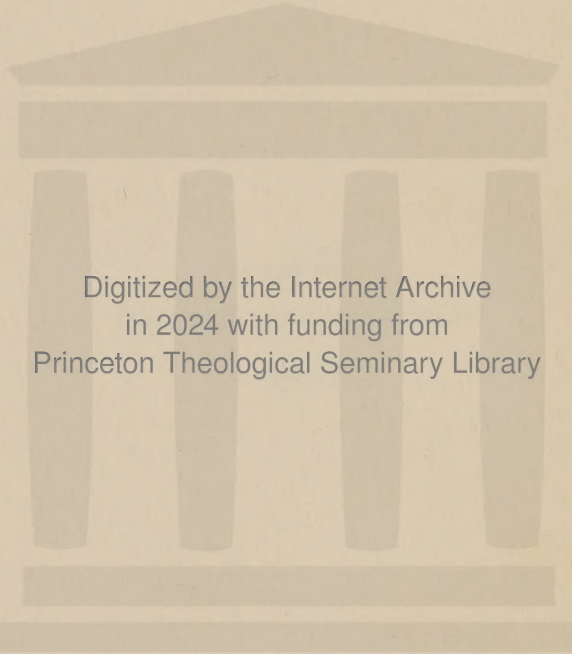


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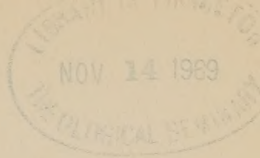
STUDIES IN  
CHRISTIAN HIGHER EDUCATION

NUMBER 2



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A FACULTY  
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Of Liberal Arts**

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1956

Division of Educational Institutions  
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STUDIES IN CHRISTIAN HIGHER EDUCATION

Number 1: *Problems in College Administration* by A. J. Brumbaugh

Number 2: *Building a Faculty in a Church-Related College of Liberal Arts* by Clarence E. Ficken

## *Foreword*

THE following pages might well carry the title, "Dots and Dashes from the Diary of a Dean." For the most part, they represent the writer's response to two invitations to lead the thinking of administrative colleagues assembled to promote the welfare of college teachers and their profession. That is to say, this monograph makes no pretense of being the result of controlled experiment or systematic research. It is, rather, a spontaneous sharing of past experiences in matters of faculty personnel and of considered opinions regarding responsibilities and opportunities which lie ahead.

If there is a thread of continuity in what follows, it will be found in the writer's steady faith in and promotion of democracy as a way of life on the campus. Almost without exception divergent elements in college constituencies will pay ready lip service to the ideal of the worth of the individual. But the refined practice of consultative management, of wide participation, and of group decision in higher education all too readily yields to our more primitive reflexes. Under the skin too many college people quickly fall back on a strong-arm academic ancestry or on the unilateral use of force which characterized economic robber barons of bygone days.

The pooled impressions of the many do not invariably add up to the highest wisdom. Nevertheless, the writer sincerely believes there is no judgment in the academic hierarchy better than that of the professors, provided the faculty is an inquiring one and not just a reaffirming one. Even students are often worth listening to. But the chief value in participation lies in the subtle potency of this thing called "involvement." Academicians and their constituents should be taking the lead in the elaboration of a psychology of democracy by the steady cultivation of the arts and skills of cooperation.

I wish to acknowledge my special indebtedness to Dr. Myron F. Wicke, director, Department of Secondary and Higher Education of the Methodist Board of Education, for the opportunity to develop the original paper on the subject, and for his encouragement and assistance in the completion of the expanded form which it now takes.

The democratic experience set forth herein could have prospered only under the patient and congenial leadership which Arthur S. Flemming has given Ohio Wesleyan since he became its president in 1948.

CLARENCE E. FICKEN

Delaware, Ohio  
October 15, 1956

# I

## BUILDING A FACULTY

NOTHING could be more misleading than the subject "Building a Faculty." In fact it suggests all manner of escape into fantasy. If we builders of faculties were architects, we could make our undertaking a matter of drawing pretty pictures. If we were contractors, we could submit bids for a faculty and promise early completion. If we were bricklayers, administration would consist of neatly lining up our obedient colleagues end to end with a frieze on top. Our dream would be especially beguiling if we could then turn the whole thing over to somebody else and go off to the planning and erection of another faculty. All this may have a closer relation than we think to the unplanned itinerancy of college presidents and deans as they leave behind the unsolved mystery of protoplasmic bricks who resist manipulation and keep the faculty unbuilt.

What we are facetiously leading up to is the sobering generalization that we can't *build* faculties. We can at best *help them grow*. A faculty is nothing made with hands (regardless of the meaning of that term). It is an organism each cell of which grew that way and is unlike any other. Together these individuals can never be a menagerie, each performing according to the beck and call of a strong-minded trainer. They resist things being done *to* them or *for* them but thrive on what is done *with* them, that is, on what they do with one another voluntarily and purposefully. Even their purposes are effective in proportion as they are self-discovered or believed to be so. They have little in common with bees or beavers. They are at their worst when they have in common the compulsion to slay an administrative dragon. But when they sense having

something creative in common they are at their best.

Too often faculty builders overlook education's most basic aphorism: "In order to get where you are going you have to start from where you are." The subject tends to suggest the identification and tracking down of rare animals in distant jungles rather than making a good home for your best friends. To shift the metaphor, we find it more promising to go prospecting for a nugget when a vacancy occurs than to cultivate regularly the acres of diamonds of the old homestead. The priorities of building a faculty consist of improved opportunities for self-realization by professors and counselors that are here to stay. In proportion as they tend to stay on and flourish, the task of capturing good new teachers is more easily accomplished.



## II

### CONDITIONS OF SERVICE

For the cultivation of a faculty there is, of course, one inescapable prerequisite, namely, the funds to support satisfactory salaries. All the tricks in the college business will be of little avail in the long run unless faculty members and their families can live decently from day to day on their incomes. After we have done our best, they will still be living sacrificially. Beardsley Ruml puts the status of faculty salaries in startling perspective:

In 1904 the average professor's salary in large universities was \$2,000. The 1953 equivalent to match the economic progress of top railroad employees, a conservative standard, is \$12,070. But bear in mind that \$2,000 in 1904 was an average figure, and the economic equivalent of \$3,000 a year in 1904 is \$18,105 in 1953, and of \$4,000 a year is \$24,140. Also bear in mind that in 1908 the University of Chicago's top professor's salary was \$7,000 and both California and Cornell were paying \$5,000. It seems clear to me that to restore the liberal college faculty to its relative economic position of fifty years ago, our *minimum* salary objectives for professors should be an average of about \$15,000 a year, with a maximum of about \$30,000, and with corresponding levels in the lower academic ranks.\*

How, then, can we finance salaries in the nontax-supported institution? The traditional sources of funds for faculty salaries should be more fully exploited than ever before, but they must be regarded as hopelessly inadequate. Neither the principal nor the earnings of present-day endowments are keeping up with our institutional cost-of-living index. As for tuition, every time we raise our fees we tend to retain students with the

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\**Current Issues in Higher Education*, 1956, p. 46 (Proceedings of the Eleventh Annual National Conference on Higher Education, N. E. A.)

ability to pay and to play, but to lose those with the tendency to toil and to care. While doing our best with fees and income from endowment, we must look primarily to sustained giving by alumni, the church, and industry in order to keep our salaries competitive.

In 1948, we were receiving less than \$20,000 a year from alumni at Ohio Wesleyan. Seven years later the Alumni Fund had reached an annual total of about \$105,000, the difference having been designated exclusively to strengthen the salary structure. Largely as a result of this policy, the top salary for full professors in the same seven years increased from \$5,200 to \$7,500 and continues to improve at an accelerated rate. The important thing about this plan is that the donor knows exactly what he is supporting and can see the results. Contributions of Ohio Methodists and Ohio corporations are adding an additional hundred thousand dollars to our annual income from gifts and grants, which is exceeding our income from endowment in steadily growing proportions. There are further potentialities for careful cultivation by our institution in all three of these publics.

Two questions remain unanswered: (1) Will the contributions of these publics keep abreast of our minimum needs? (2) Will the freedom to learn, so fundamental to our mission, be directly or indirectly curtailed by our direct dependence on the pleasure of these publics?

A second basic consideration in building a faculty is the clarification of our philosophy, aims, and purposes. The kind of faculty which is worth building wants to know that it is working in an atmosphere of freedom and not one of servile conformity. The basic undertaking in a liberal arts college should, therefore, be that of teaching young people *how* to think rather than *what* to think. In the concluding words of a statement by the Association of American Universities,

We assert that freedom of thought and speech is vital to the maintenance of the American system and is essential to the general welfare. Condemnation of communism and its protagonists is not to

be interpreted as readiness to curb social, political, or economic investigation and research. To insist upon conformity to current beliefs and practices would do infinite harm to the principle of freedom, which is the greatest, the central, American doctrine. Fidelity to that principle has made it possible for the universities of America to confer great benefits upon our society and our country. Adherence to that principle is the only guarantee that the nation may continue to enjoy those benefits.\*

In a church-related college it is equally important for the instructor to be committed to "the Christian purpose of the institution" and to "a constant effort to live life on the highest plane of Christian idealism." The special assignment of the administration is to see that there is a constant "attempt to realize Christian ideals in all the corporate activities of the college." So long as Christian actions thus speak louder than words, there need be no abridgment of freedom at this point. In the words of George A. Coe, "the bottom question . . . is: Shall denominational institutions pursue the policy of encouraging creativity in the religious sphere? . . . A self-recreating religion might achieve true academic freedom; no other kind of religion can."\*\*

A candidate for a position at Ohio Wesleyan receives an application blank (Exhibit A) which requests his reaction to the college objectives. Enclosed with the blank is a one-page "Declaration of Principles" (Exhibit B) from which phrases are quoted above. The same statement reassures him that our charter provides that the University is "forever to be conducted on the most liberal principles." The candidate is likewise the beneficiary of two other statements of policy jointly developed by faculty and trustees. One deals with "Intellectual Freedom and Responsibility" (Exhibit C). The other spells out his

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\**The Rights and Responsibilities of Universities and Their Faculties*, March 24, 1953.

\*\*Coe, George A., "Academic Liberty in Denominational Colleges," *School and Society*, Vol. 30 (November 16, 1929) pp. 678-680: Quoted by Bixler, Roy W., *Institution-Faculty Relations in the College of Integrity*, Bureau of Publications, Teachers College, Columbia University, New York, 1939, p. 39.

tenure rights in terms of a "Formal Removal Procedure" (Exhibit D). Underlying all these statements and our way of life is the realization that "freedom is dangerous but it's the safest thing we've got." We believe we are well on the way toward building a faculty when we are developing a community of free and responsible persons.

A third fundamental of the stability and growth of the faculty is its effective participation in the management of the institution, especially in the handling of its own personnel policies and procedures. Although this viewpoint may not as yet have been objectively validated at the college level, the following experimental study as reported by Bixler brings into clear focus the behaviors which are at stake in human organizations:

At the Iowa Child Welfare Research Station, R. Lippitt and R. White conducted experiments to find out the relative effects of democratic and autocratic atmospheres on the stability of group structure. In these experiments the leadership and atmosphere of the groups were shifted from democratic to autocratic and vice versa, and the behavior was studied in two atmospheres. Following is a shortened summary of the results.

#### IN THE DEMOCRATIC ATMOSPHERE

1. More feeling of "we-ness."
2. More cooperative endeavor.
3. More expression of a matter-of-fact attitude.
4. Higher constructiveness.
5. Better-developed feeling of group property and group goals.

#### IN THE AUTOCRATIC ATMOSPHERE

1. More expression of hostility among the members.
2. Greater tension which resulted in a large volume of social interaction, although there was less need of communication, as the members were told what to do.
3. Less stable group structure.
4. More dominating and less objective behavior.
5. More feeling of "I-ness."
6. More expression of personal feelings.

As a whole, Lewin says, "the autocratic situation was characterized by what one might call a state of higher basic tension, less objectivity, and more hostile aggressiveness." The aggressiveness was not

directed against the autocratic leader, but tended to find outlet by making one of the members a scapegoat.\*

At Ohio Wesleyan a faculty personnel committee participates in all decisions regarding a member's status from his employment interview on through to his retirement. Its membership of eight is composed of three elected by the faculty, two appointed by the president, and two appointed by the dean, who is chairman *ex officio* without vote. Thus a faculty member can always feel that he is in the hands of his colleagues rather than in the clutches of an administrator. Furthermore, he participates in other top-level policy decisions by electing representatives to a president's council, a dean's council, a budget committee, and an insurance committee. Beginning with his second year a full-time member of the faculty is usually a member of at least one faculty committee, unless he prefers to be excused. Thus the principle of consultative management, implemented by group decision, assures the benefits of democracy at its best.

Having faced the essentiality of competitive salaries, an atmosphere of freedom with responsibility, and a democratic way of life on the campus, let us direct our attention next to aspects of economic security other than salary. Almost from the first contact there inevitably emerges the crucial question, "What does the college do to help me get housed?" As long ago as 1932, Wright and O'Rear reported that more than one third of 598 institutions had faculty housing services, examples of which are as follows:

1. Build houses and sell them to members for cash or on a financing plan.
2. Sell building sites to members for cash or on a financing plan.
3. Furnish members free building sites.
4. Lend money to members for the purchase of building sites and for the building of houses.

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\*Lewin, Kurt, "Experiments on Autocratic and Democratic Atmospheres," *The Social Frontier*, Vol. 4 (July, 1938), pp. 316-319. (Quoted by Bixler, *op. cit.*, p. 56-57)



5. Lease lots to members who can finance their own building.
6. Assist members in the planning of houses they are building.
7. Supervise the construction of homes being built by members.
8. Own houses and rent them to members.
9. Own buildings in which apartments are rented to members.
10. Lease houses and sublease them to members.
11. Lease apartment buildings and rent apartments to members.
12. Own faculty dormitories in which space is rented to members.
13. Furnish living quarters as part of salary.
14. Rent rooms or suites in student dormitories to members.
15. Prepare a list of available housing facilities suitable for faculty occupancy.
16. Assist members in planning homes.\*

Bold and imaginative planning is, of course, required. College-owned rental facilities are a strategic advantage in employing newcomers and sheltering them during their probationary years. Once a professor has tenure, however, there is no boon like that of acquiring his own home. In the writer's institution a complete turning point in morale developed when about fifteen faculty members were given the opportunity to build their own homes on college land with a minimum down payment and the balance financed at four per cent by the college. Thus it is quite possible to make faculty housing a thoroughly constructive factor in building one's faculty merely by showing an interest and assisting in financing units of building projects on an entirely sound investment basis.

The next important concern of a faculty member is his prospects of promotion, salary increase, and tenure. It is important that the expectations of every appointment should be stated in writing. It is, however, at least as important to work under published policies which offer the security of orderliness and equity in the advancement of all members of the group, while allowing for varying degrees of efficiency and achievement. More will be said about this later under "Evaluation." At

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\* Wright, Harry N. and O'Rear, Floyd B., "Faculty Housing," *Teachers College Bulletin on Higher Education*, Vol. 3, p. 253. (Quoted by Bixler, *op. cit.*, p. 89)



this point it is pertinent, however, to call attention to the Ohio Wesleyan policy statement (Exhibit E) which indicates rather explicitly the quantitative requirements of training and experience which entitle a teacher to qualitative review for promotion and tenure. Since our salary scale is published every year, the individual's progress toward the next higher rank largely controls his salary and practically assures him of an annual increase with an occasional opportunity for an achievement raise.

There are numerous other favorable conditions of service which help faculty morale. For a very nominal group insurance premium our faculty members can count on the continuance of their salary checks for fifteen months. We find it an excellent investment to make a maximum of \$75 per year available to each instructional staff member for attendance at conventions, whether he is on the program or not. In place of the traditional sabbatical, we have seen fit to substitute postdoctoral Faculty Fellowships (Exhibit F) which are granted for productive projects approved by the Faculty Personnel Committee. Modest assistance is also given for predoctoral programs and well-planned summer study. Exemption from college tuition for wife and children is another factor which helps keep faculties intact. Through our funded pension plan, annuities payable at age 65 are purchased on ten per cent (five plus five) of one's salary for persons who move and twelve per cent (five plus seven) for those who stay until retirement. Finally, we believe we are unique in our provision for survivors' allowance of a year's salary continuance in the event of the death of an established faculty member while in active service.

### III

## CULTIVATION OF PROFESSIONAL GROWTH

The preceding emphasis of this discussion might leave the impression that building a faculty is regarded as a process of setting up an endless flow of emoluments, perquisites, and indulgences, so that a professor, or a dean for that matter, can enjoy himself and his sinecure in splendid isolation and appeasement. Unfortunately, it must be admitted that we have as yet reached no assurance whatever that security of personnel automatically leads to tangible achievement of the lofty objectives of the institution or even the prestige of the profession. Such an illusion would scarcely outlast the summer; for in the fall colleges must have students and students usually have parents. From February on we are back in purgatory and points beyond, *except* insofar as fertile soil has yielded the satisfaction of wholesome growth on the part of faculty members and students. In both cases the mysterious and subtle problem is the same: How do you get teachers to claim their education, so that they in turn will somehow get students to claim *their* education?

Lloyd Stuart Woodburne,\* not unlike many other writers in the field, seems to imply that it is all a matter of "getting tough." The ultimatum of the large university is "publish or perish," the alternative being defined as "selective elimination"—at best being mercifully moved to some other institution, presumably a liberal arts college. What the liberal arts college can in turn set up as its form of banishment or punishment is not clear. The theory seems to be that some have the necessary drive and some do not, and there's very little you can

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\*Woodburne, Lloyd Stuart, *Faculty Personnel Policies in Higher Education*, Harper & Brothers.

do about it except have an implacable weighmaster "with standards" sort them out. Parenthetically, where have we heard this theory before? Could it be that we have merely transferred to the faculty a sadistic brand of classroom intimidation?

We must not lightly dismiss the importance of "having standards" for faculty members, and this will be covered presently under the heading of "Evaluation." The productive scholar who is at the same time a master teacher is to be treasured and given all possible recognition and encouragement, thus serving as a challenging example to his colleagues. But Woodburne gives us a valuable cue which is worth a careful interpretation out of context, when he says: "Under the conditions of intimacy in a small college, both in and out of class, it is easier to stimulate in the student a life-long interest in some field of learning than is usually possible in a university."\* Applying the same principle to the faculty members, we have scarcely scratched the surface of the potentialities of interstimulation on our campuses. A North Central Association study some years ago suggested these devices as aids to faculty growth:

- Personal conferences with superior officers.
- Special library facilities in field of instruction and research.
- Provision of books relating to college education.
- Institutional study of college educational problems.
- Opportunity to visit classes of other instructors.
- Traveling expenses to meetings of learned societies.
- Observation of instruction by other teachers.
- Investigation of collegiate educational problems.
- Institutional effort to improve examination procedure.
- Counsel of specialists in college teaching.
- Special laboratory facilities in teaching field.
- Sabbatical or other leave.
- Collection of student opinion about institutional practice.
- Reduction of teaching load to give special opportunity for growth.
- Collection of alumni opinion about institutional practices.

Systematic courses in higher education offered by the institution.

Newsletter on instructional problems from an administrative officer.\*

Let us consider some concrete experiences which others may then improve upon. During the winter of 1949-50, a Social Science Seminar composed of the total membership of four Ohio Wesleyan departments met to exchange notes on their respective materials and procedures. The following year the interdisciplinary subject of group dynamics attracted a seminar of fifteen or twenty persons from a still wider range of departments. One year later the nondepartmental pattern of association was further developed in a seminar on evaluation. Then came a faculty-wide opportunity to test the new order, that of substituting inquiry by numerous volunteers for action by a representative few. When proposals for the revision of curriculum requirements, as prepared by a curriculum committee of the local A.A.U.P., had run into serious disagreement, proposals for a two-year study of general education were accepted by the faculty.

A faculty interest inventory which was circulated revealed a willingness on the part of approximately three fourths of the members to join others in a study of one or more suggested topics. Next a steering committee composed of eight persons, as widely representative of the faculty as possible, was proposed and approved by the faculty. Within a year three seminars had successively gotten under way, the first on "Student Needs," the second on "General Education Programs in Other Institutions," and the third on "Our Societal Urgencies" (subjects abbreviated). A Ford Foundation grant gave the project a timely boost at midstream.

As tangible products of these efforts, we have four new courses, a source book including data questionnaires from faculty members, students, alumni, and parents, as well as a series of social science textbooks authored by six of our pro-

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\*Haggarty, Melvin E., and others, *The Evaluation of Higher Institutions*, University of Chicago Press, Vol. 2, *The Faculty*, p. 163. (Quoted by Bixler, *op. cit.*, p. 99)

fessors.\* Less tangible but perhaps even more significant was the self-education claimed by a large majority of faculty members in the process. In the words of the recorder of one group:

It is impossible to recreate here the atmosphere and excitement which prevailed in the meetings of the seminar. These discussions not only furthered the rethinking of educational needs and goals but also furnished all those present with new insights into current thinking in the various fields represented. Almost without exception, the meetings were a stimulating intellectual experience. Some participants were of the opinion that even if nothing concrete in the way of proposals for curricular action emerged, the education of seminar members, the sharpening of their perceptions, and the broadening of their understanding were worth the investment of time and energy.

As a result of this experience, the writer is confirmed in the conviction that faculty members in general are predisposed to invest themselves in joyous creativity when spontaneous combustion somehow takes place.

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\**Values and Policy in American Society*, William C. Brown Co., 1954, by Russell Bayliff, Eugene Clark, Loyd Easton, Blaine Grimes, David Jennings, and Norman Leonard.

## IV

### DEMOCRACY AT THE DEPARTMENT LEVEL

In most colleges there are, in effect, five faculty ranks above fellows and assistants: instructors, assistant professors, associate professors, professors, and heads of departments. A department head tends to be a person who wears the crown for life. Since lineage of blood relationship does not automatically identify him from birth as heir apparent, ambiguity encourages aspiration on the part of more than one person whether all are equally suited for such an assignment or not. If a financial premium is at stake, irrelevant motivations are multiplied correspondingly. If the life appointment is then made with little consultation by a relatively external authority, it is more than likely that the disadvantages of an autocracy of sorts will at least smolder for a decade or two while the expectations of others wax and wane. Much can, of course, also be said for the stability of such a regime, particularly if the reign is a benevolent one.

Without any pretense of logical or empirical justification, the building of a more democratic morale at the department level has been fostered at Ohio Wesleyan University during the past six years. With the concurrence of the Faculty Personnel Committee, vacancies in departmental headships in most cases were filled as they occurred with term appointments. In the case of a full professor the term was usually four years. A person below the rank of professor was appointed for a two-year term.

In the evolutionary process just described, the title "head" has gradually given way to the title "chairman." Since the change of term called for a new definition, a faculty-wide review of the functions of a department chairman was under-



taken. The following assumptions were formulated and accepted as a point of departure:

1. Existing arrangements and previous commitments relative to chairmanships shall be respected.
2. The title of chairman, whether rotating or fixed, does not imply a rank above that of professor. It shall imply a differentiation of function but not imply a total of responsibilities in excess of the normal load of a full-time professor. It is understood that hereafter a person serving as chairman of a department will have a load allowance commensurate with his nonteaching responsibilities as appraised according to policies approved by the faculty.
3. It is understood that the chairman of a department, like all other instructional staff members, is evaluated and compensated as an individual and in accordance with local personnel policies without special allowance in salary because of nonteaching functions which he performs during the nine-month academic year.

Meanwhile, those persons currently serving as either heads or chairmen of departments were invited to list their functions as they saw them. Thereupon, the process was reversed and all faculty members were asked to list the functions as well as the qualifications which they considered important in the performance of departmental chairmen. These responses were then assembled into the single summary which follows, were adopted by the faculty and serve to describe the job for a new appointee and for all concerned. It is important to note that delegation of many of these functions to others is not only possible but probably imperative.

#### FUNCTIONS OF DEPARTMENT CHAIRMAN

(To be performed *or delegated*)

##### A. AS A PERSONNEL SUPERVISOR

- helps find candidates for vacancies
- screens applications of those applying for positions in department
- cooperates in the interviewing and selection of prospective personnel
- assumes primary responsibility for the professional and social orientation of new members in the department, in the institution and in the community

- cultivates an awareness of the achievements and deficiencies of department members
- counsels with each member regarding his progress relative to official criteria
- recognizes and cultivates individual differences in personality and academic interests of members of department
- mediates situations of conflict among or between colleagues and students
- cooperates with the Faculty Personnel Committee in the periodic evaluation of staff members

#### B. AS A GROUP CHAIRMAN

- thinks of himself and conducts himself primarily as a consultative agent who develops and implements consensus in keeping with institutional objectives and policies
- establishes and maintains a cooperative spirit and a good *esprit de corps*
- arranges for, and presides at, departmental conferences on a frequency schedule approved by the group
- settles matters of intradepartmental policy in consultation with colleagues
- directs routine activities of department in accordance with policies approved by the group
- acquaints colleagues with problems of funds for library books, student help, etc.
- co-ordinates special activities such as field trips, use of visual aids, etc., to avoid conflicts
- delegates authority effectively to members of department
- sponsors social occasions among colleagues and major students
- conducts departmental correspondence
- keeps departmental records current, including history
- arranges for and co-ordinates secretarial service

#### C. AS A PROGRAM SUPERVISOR

- familiarizes himself with the objectives and program of institution, and endeavors to develop corresponding objectives and program in his department
- in general education curricula, cultivates primary consideration of needs of nonspecializing students
- initiates group consideration of such changes as addition and elimination of courses
- fosters uniform policies of teaching, testing and advising; sees that departmental program is well integrated and effectively accomplished

- initiates consideration as to how courses can be linked to contemporary life and world affairs
- keeps a file of department syllabi for use of administration and members of department
- prepares schedules and catalog materials in consultation with members of department
- attends to equity in class scheduling, time allocation, student help, etc.
- assists in the mechanical improvement of each teacher's teaching situation
- orders departmental supplies
- sponsors visits by outstanding persons as speakers and consultants
- helps provide meaningful experiences in and beyond community

#### D. AS A COUNSELOR OF STUDENTS

- serves as a personal and vocational counselor as well as an academic adviser
- maintains effective advisory program with proper distribution of responsibilities among department members
- maintains friendly attitude, personally and in office, so students will seek advice
- confers with prospective students and parents when requested
- directs selection and training of majors with due attention to distribution as well as concentration
- provides information needed by students through conferences, bulletin boards, student newspaper, etc.
- keeps majors informed about program of department—its standards, opportunities and vocational outlets, as well as new developments in the field
- encourages initiative by students in realizing their potentialities and in building their major program
- encourages students to participate in the selection of offerings, material to be taught and the manner in which it is to be taught
- discovers and recognizes changing needs in students and in field
- helps integrate field with total education of student
- keeps full and accurate records of work of majors as a basis for personal advice
- invites student attendance, when appropriate, at departmental meetings
- gives guidance to student activities and organizations related to department

- helps channel students to other sources of information and guidance
- shares responsibilities in relation to employment of majors and alumni, including summer opportunities

#### E. AS A LIAISON AGENT

- interprets views of department members to administration
- interprets to department members the policies of the faculty and administration
- is factual and unbiased in expression of communications and opinions
- keeps rules under which we agree to operate
- brings departmental needs, problems and achievements to attention of administration
- carries out directives from university administration
- advises of effectiveness of functioning of department
- recommends changes that will improve service of the department
- attends to budgetary matters
- participates in joint planning for adequate housing of department
- initiates group planning of public relations policies
- represents department and institution effectively as a public speaker
- maintains contact with alumni and fosters their interest in the institution

#### F. AS CUSTODIAN OF PLANT AND EQUIPMENT (in certain departments)

- keeps inventory of department equipment
- confers with staff on repairs, new equipment, replacements, and consigned equipment
- evaluates requests for building and equipment use in relation to teaching needs
- shows and interprets building when it appears the chairman should do so
- co-ordinates janitor's work in relation to special events, special care and staff requests
- seeks help of students in planning building operation and care
- oversees maintenance of departmental library

#### G. AS PRODUCER OF, OR PARTICIPANT IN, UNIVERSITY-RELATIONS PROJECTS (in certain departments)

- develops and oversees recitals, festivals, concerts, plays, clinics, conferences, etc.
- prepares music, plays, etc., for campus functions and alumni meetings

- keeps publicity department informed of coming events
- writes student-recruitment letters
- plans and carries out political gatherings
- helps prepare and present broadcasts and telecasts

No systematic effort has yet been made to appraise the evolutionary shift in departmental relationships described above. There has been no attempt to bring about a uniform pattern among all departments. It is recognized that no two departmental situations are alike, and that a wide variety of arrangements will result from encouraging each department to do what it wants to do and ought to do about its division of labor. Most department chairmanships are now on a term basis. Continuous appointments remaining from earlier days appear to be fully respected. In general tensions are down and each department is "doing what comes naturally." The faculty is thus being built at the departmental level as well as through centrally fostered processes. We leave it to researchers to decide whether we have been successful.

## V

# EVALUATION OF PERSONNEL

The crux of building a faculty, of course, lies in the unjoyous business of evaluation of personnel. If anyone has a system whose results are universally accepted and acclaimed by those appraised, we should stop everything else and give him the floor. It is our experience at Ohio Wesleyan that the best we can do is to have the faculty participate in formulating the most explicit possible criteria and have the criteria applied essentially by a jury of one's peers. From beginning to end the process calls for the most disciplined possible objectivity. First, we must try to sharpen our definition of what we believe to be a good college teacher.

For descriptive purposes it is hard to improve upon Brumbaugh's "Requisites of Successful College Teachers from the Point of View of a Dean,"\* as formulated eighteen years ago. With careful allowance for the objectives of one's institution, for the organization of its curriculum and for its plan of instruction, he recommends the following (*italics added*):

1. *Sound scholarship.* . . . Breadth in preparation to afford mastery of a field of knowledge combined with enough intensive preparation to develop facility in critical evaluation, in arriving at and interpreting basic ideas and fundamental principles.
2. *Enthusiasm for teaching as a profession.* The effective college teacher must be committed to the belief that teaching is a dignified type of professional service.
3. *Professional orientation.* The good teacher will have a knowledge of the psychology of learning, and a knowledge of diagnostic and remedial techniques that will enable him to understand and often remedy the conditions that account for failure.

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\* *Proceedings of the Institute for Administrative Officers on Higher Institutions.* 10: 106-115.



4. The *skill* with which the teacher *manages a classroom situation*. The good teacher understands what methods are most applicable to various types of learning situations and possesses the ability to use the appropriate methods.
5. The effective college teacher should stand high in the *esteem of his students and his peers*. This will be affected in no small degree by his ability and willingness to participate in the life of the college and of the community and by his extra-instructional interests.

It is perhaps possible to sharpen more recent trends by noting high priorities in "Characteristics Desirable in College Teachers" as reported by Trabue:

The one item judged highly important by 90 per cent of the executives questioned in various sections of the country and types of college was, "Inspires students to think for themselves and to express their own ideas sincerely." More than 80 per cent believed that it is highly important for an instructor to be "friendly, democratic, tolerant, and helpful in his relations with students." Very nearly the same number judged it highly important that an instructor "understand the problems most often met by college students in their work." Approximately 70 per cent wanted an instructor who "leads students to take responsibility for planning and checking their own progress."\*

There are, of course, more elusive traits of personality which sooner or later become crucial in the effectiveness of the faculty member and of his institution. Bixler puts it this way:

Few would deny that the integrity of the college is founded upon the integrity of its individual members, but how can persons of integrity be recognized? It is true that personality is difficult to appraise, but teachers are expected to build personality. How can they build it if they cannot appraise it, roughly at least? Personnel workers in college and industry appraise personality with working efficiency. College presidents, deans, and even college professors could do as well.\*\*

Hopkins\*\*\* summarizes the observed manifestations of the integrative personality as follows:

\* Trabue, M. R., *Journal of Higher Education*, XXV, No. A, April, 1954, pp. 201-204.

\*\* Bixler, *op. cit.*, p. 18.

\*\*\* Hopkins, L. T., *Integration, Its Meaning and Application*, quoted by Bixler, *op. cit.*, pp. 18, 19.

1. Makes wide contact with the environment.
2. Approaches the ensuing disturbances or problems with confidence, courage, hope, optimism.
3. Collects, selects, and organizes material for the solution of these problems.
4. Draws relevant conclusions.
5. Puts into practice the conclusions in changed behavior.
6. Takes responsibility for the consequences of his behavior.
7. Uses feelings either as instruments or as ends compatible with the preservation of wholeness.
8. Organizes pertinent aspects of his successive experiences so that they are better available for use in subsequent experiences.

Bixler cites Allport\* as adding a threefold pliability as necessarily characteristic of the mature personality, (1) extension of self, (2) self-objectification, and (3) a unifying philosophy of life. The sense of self expands with experience. Interests once remote become incorporated into selfhood. One's material possessions, friends, family, cultural interests, ideas, politics, hobbies, recreation, and work become introcepted into the personality—unconsciously identified with it. Extension of the self, therefore, becomes an important factor in the integration of institution and staff, student and staff, staff and community.

"Self-objectification is the opposite of self-deception. Its closest correlate is a sense of humor, not the cruder sense of the comic, the laugh at a joke on the stage, or at another's predicament, but the 'ability to laugh at the things one loves (including of course oneself and all that pertains to oneself), and still to love them'—the true sense of humor as defined by the novelist Meredith. The person who is able to see his own weaknesses and incongruities—to see himself in perspective—has already taken a long step toward social integration."

Allport's third integrative factor, a unifying philosophy of life, provides the individual with a comprehensive view of the world, with which he can interpret his own environment. An individual's philosophy of life, if it can be discovered, should be a significant factor in the selection of faculty personnel. A Christian college which is devoted to the ideal of reinterpretation of religion would want to know the character of the candidate's religious philosophy. A

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\* Allport, Gordon W., *Personality*, quoted by Bixler, *op. cit.*, pp. 20, 21.

teacher whose beliefs and attitudes are fixed—who is not amenable to newly discovered facts—would be out of harmony with the spirit of such a college. Likewise, a college whose purpose is to interpret a changing culture to its students would want to know the character of the condidate's philosophy of life. A teacher whose attitudes toward critical social issues are fixed would not improve the integrity of such a college.\*

The best description of a good college teacher, however, tends to remain at the verbal level and to yield to a ready escape into obscurantism until the faculty approves an imperfect set of criteria and consents to live by them. The new-comer in my institution receives a one-page policy statement (Exhibit E) reading in part as follows:

Rank of appointment and promotion at Ohio Wesleyan University shall be based upon the extent of training in terms of degrees or equivalent and the extent of experience in terms of the number of years of successful college teaching or its equivalent with *primary consideration* for the following qualitative criteria:

1. Effectiveness in teaching
2. Breadth of cultural background
3. Command of one's field
4. Continued scholarly growth as evidenced through research, publication, and professional participation
5. Effectiveness in individual services to students (counseling, cocurricular supervision, etc.)
6. Effectiveness of cooperation with colleagues
7. Public service through community participation, church work, outside speaking, etc.

The acid test of such a policy statement is, of course, its implementation. When, by whom and how are the stated criteria applied in what Bixler throughout his book calls "the college of integrity"? For what they may be worth elsewhere the following paragraphs sketch the intuitive recent appraisal efforts of faculty members and administrators in one institution.

At Ohio Wesleyan a faculty member with a doctorate knows that he is eligible for review for promotion every five or six

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\*Bixler, *op. cit.*, pp. 20, 21.

years and for an achievement raise in salary every two years in addition to whatever across-the-board increases are authorized every year.

By whom and in what ways should such reviews be made? The writer believes that appraisal should begin with the individual himself, should reflect systematically the reactions of students and colleagues, and should be made by the Faculty Personnel Committee. Through the office of Evaluation Service, the instructor may obtain a supply of the student appraisal form of his choice, or he may devise one of his own for use in his classes. The process, of course, depends upon its complete anonymity, on the explicitness with which it asks for items that get at opportunities for this teacher's own improvement, and on the availability of local norms. Sharing, if any, of the results with others should be entirely voluntary.

To be sure, a given item of such a process sometimes shows "how wrong these students are." Then the problem becomes one of improved communication between teacher and student. For example, an English instructor finds that students criticize him for not making daily assignments, yet he has good reason for his system. The next time he gives the course it will be a simple matter to include in his syllabus a clarification of the misunderstanding.

When review time comes, the official process at Ohio Wesleyan begins with a report by the reviewee (Exhibit G) covering any or all the seven qualitative criteria listed above. Concurrently, the Dean and the Committee receive on a standard blank (Exhibit H) the appraisals of the department chairman and select other colleagues who outrank the person being evaluated. Distinctions are further sharpened by their use of a form (Exhibit I) which calls for the ranking of three or four teachers of comparable status on such things as effectiveness with beginners, effectiveness with advanced students, breadth as well as depth of scholarship, quantity and quality of service to individual students, cooperation with colleagues,

and over-all value to the University. Incidentally, these forms often reveal at least as much about the rater as they do about the person being evaluated.

Since college teachers are rarely observed in the classroom by anyone except students, colleagues make their estimates on the basis of indirect refractions, either via the teacher's behavior in nonteaching situations or on the basis of the hearsay of one or more students with whom they happen to be in contact. A dean should be able to do better if he is to meet his responsibilities with confidence and equity. The writer has, therefore, been experimenting with a form (Exhibit J) which elicits the reaction of the student to his total experience, after which the blank, in effect, asks "who are your best teachers and why?" The extent to which students include or omit instructors yields a wide distribution and furnishes at least a promising hypothesis as to the extent to which a given instructor's students have a sense of achievement. Dean's List students are given priority in this process but others may also be selected for more adequate coverage. The inclusion of the student's name, point average, and other information permits a searching evaluation of the rater when occasion arises.

With the results of these various processes in hand, each member of the Personnel Committee scores each reviewee and an average of these seven appraisals is then recorded. For scoring purposes the seven criteria are regrouped into three. Numbers 1, 2, 3 and 5 become Criterion A, "effectiveness with students," which is weighed 60 points out of 100. Number 4 becomes Criterion B, "professional growth," worth 25 points. Numbers 6 and 7 are combined into Criterion C, "effectiveness of relations with adults, on and off campus," 15 points. Upon completion of these "analytical" processes, each committee member takes a list of persons who are under review and, without benefit of previous ratings, gives a "subjective" total score of points on a scale of 100, which seven ratings are again averaged into a single "subjective" score.



There are, of course, various other ways of approaching teacher evaluation. Ruth Eckert lists the following ten *Ways of Evaluating College Teaching*:

1. Inspection of materials he has developed for his courses.
2. Observation of his participation in college discussions and committee work focused on teaching problems.
3. Published materials bearing on teaching problems.
4. Observation of participation in state, regional and national associations, especially section meetings and projects concerned with improvement of teaching.
5. Ratings by fellow instructors and administrative officers based on regular and systematic class visitation.
6. Ratings by students.
7. Standings on department examinations.
8. Student performance on pre- and post-tests.
9. Studies of activities in which students engage while taking the course.
10. Subsequent activities of students, particularly in the first few years after they have taken the course or sequence of courses.\*

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\*Eckert, Ruth, "Ways of Evaluating College Teaching," *School and Society* 71: 1833 ff, February 4, 1950.



## VI

### TEACHERS FOR TODAY

Having now reviewed factors which tend to make the college a good place for faculty members to live and work and learn and grow, we are in proper position to consider ways to contact and capture suitable new teachers. This is the most primitive and, at the same time, the most frustrating operation in building a faculty. As Woodburne says in his opening paragraph:

There is little question that, if the colleges and universities of this country could perfect the selection and appointment of new members to their teaching staffs, few other staff problems would remain to be solved. . . . In an area of such outstanding importance it might be supposed that much work had been done and that the reefs were well charted. This expectation is doomed to disappointment.\*

So far as the writer has been able to discover, the most valiant and effective attempt to deal with the subject in the liberal arts college remains the thesis of Kenneth Alton Browne entitled *The Selection of Faculty Members for Church-Related Colleges*.\*\* Browne brought together the then-current practices of Presbyterian colleges and subjected them to the judgment of an "Evaluation Committee" of twenty-seven experts. Valuable insights were thus made available on such subjects as qualifications of candidates, sources of candidates, responsibility for selection and recruitment of students for the profession. We shall have a few occasions to quote him in this chapter.

When the quest for a new faculty member is about to begin,

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\*Woodburne, *op. cit.*, p. 1.

\*\*University of Pennsylvania, 1942.

the first and basic step in the operation is the formulation of a description reflecting the accepted wishes of all concerned. It should originate with the department, where technical details as well as particular duties can be brought into focus. It should then go to the dean or the president for the addition of institutional considerations and of other details needed by cooperating persons and agencies. For example, Browne's Evaluation Committee believed that members of the faculty should differ in the following eight respects, listed in the rank-order of their rating by the Committee: institutions of graduate study, age (balance or spread of ages), mental attitudes, social background, types of personality, colleges of undergraduate preparation, geographical background and economic background.\* Other details not to be overlooked are requirements of publication, course training, amount and kind of previous experience, religious preference, and range of rank and salary. Since this is also a "sales piece," attractive features of the institution should be presented at least in a capsule.

Who should be responsible for the selection process? Browne's Committee gave high ratings to "the president, department head, and dean cooperate in choosing new faculty members" and "the president is responsible but seeks the aid of the dean, department head, and departmental teachers." A third, "the governing board passes judgment on recommendations for new faculty members," was also considered desirable but was not rated as high as the first two. Two that were given neutral ratings are "the governing board assists the president in selection work" and "department heads made determining recommendations of new teachers of instructional rank." Rated lowest was "the governing board activity selects the teaching faculty," and also considered undesirable is "the president alone seeks candidates and recommends appointments."\*

As for sources to tap in seeking new faculty members, the ideal first resort should be a prospect file prepared by the

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\*Browne, *op. cit.*, p. 89, 90.

department or the dean or both. One of the regular and specific assignments of faculty members attending conventions should be vigilance for prospective staff members and the addition of their names and addresses to the prospect file. Persons seen in action on such occasions often reveal themselves more candidly than they would in interviews. Personal acquaintances of staff members are a ready source of recruitment. Learned societies often have placement officers who are glad to cooperate. Honorary Societies like Phi Beta Kappa, Omicron Delta Kappa, etc., occasionally publish lists of vacancies and/or available persons. If a relatively young person is wanted, the placement offices of selected graduate schools should be circularized. Likewise, a few teachers agencies may be known by the employer to be genuinely helpful. In spite of the work involved, it is better to have too many applications than too few.

Development of a file on each of several preferred candidates is the next chore. The task is that of ferreting out the limitations of the prospect, largely by finding what is omitted in most reports about him. The plight of the employer is depicted all too well by Woodburne.

The recommendations of persons at other institutions seem to be less trustworthy than any other index . . . (a tragic commentary on the integrity of scholars). It has been suggested humorously that there should be a convention of appending P. N. A. in place of the secretary's initials when not giving a true estimate, P. N. A. being interpreted Pay No Attention.\*

Trabue's article also points out that "in the credentials of candidates supplied by graduate schools they (employers) rarely find evidences of the . . . traits they consider most important," that is, "certain personal and nonacademic characteristics." We seem to be forced to devise our own reference blanks (Exhibit K) even to get started on traits that concern us most in colleges that try to be Christian. A few well-placed

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\*Woodburne, *op. cit.*, p. 4.

telephone calls to supplement written testimonials or to acquaintances near the prospect's place of employment are often illuminating. Browne's Committee found that visits by employing officers to the candidate's place of work are considered desirable. Such visits are believed to be more important if the candidate is a prospective full professor than if he is likely to join the faculty as an instructor. The Committee is neutral about having employing officers observe the candidate's classroom teaching, but it favors having the visit include interviews with the candidate, his department head, deans, and president, his faculty colleagues, and his students.

The crucial phase of the recruitment process is the personal interview. Too little has been done to refine the techniques of this process. For this purpose there is no better strategy than to bring the candidate, and if possible his wife, to the campus for a day at the institution's expense. At Ohio Wesleyan we have him take at least one meal with his prospective colleagues and go the rounds quite freely, finishing up with a half hour or more with our Personnel Committee. If he is our kind of person his glimpse of our way of life and the people who live it settles the matter, provided our policies yield the salary he requires. Thus, again, the building of the faculty you have tends to extend itself to the annexations you wish to make.

## VII

### TEACHERS FOR TOMORROW\*

As recently as 1949 Seymour Harris of Harvard University devoted an entire volume and several magazine articles to the general theme "Millions of A. B.'s and No Jobs." At about the same time President Conant was saying that his chief concern was a fear that we might educate more doctors, lawyers, engineers, scientists and college professors than the American economy would "support." Only five years later, Dael Wolfle in his book entitled *America's Resources of Specialized Talent* said:

When conservative predictions of future demands are compared with estimates of future numbers of college graduates, it appears likely that for the next few years there will be shortages in engineering and science, in schoolteaching, in medicine and nursing, and in some other fields. The total number of graduates in all fields combined will fall short of employers' desires. In another decade college graduating classes will have increased to a point where some of the shortages may have been overcome. But if a high level of economic activity is maintained that point is years away. For the years ahead, shortages must be expected.

When two experts reach such divergent viewpoints within five years of each other, it may be well for liberally educated people to make haste slowly. After all, our kind of education is supposed to have trained us to discern "what the centuries have to say against the hours." Common sense alone suggests that it is always wise to make reverent allowance for the inscrutable ways of His Sacred Majesty CHANGE. It is quite possible that the worst case which can be made against Mr. Harris and Mr. Conant was their inability, indeed the inability

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\*This chapter draws extensively on the writer's article "Opportunities in the Field of College Teaching," *Journal of Higher Education*, May, 1956.



of us all, to foresee the Korean War. By the same token, who shall say that an unforeseen recession five years hence, or a more sustained wave of smiles from the Kremlin, may not again result in an oversupply of engineers and others? Perhaps the best we can do with a problem such as this is first to try to formulate the assumptions on which our enthusiasms are based, then examine available data on the subject, and, thereupon, venture a commitment, knowing full well that we may prove to have been "fools rushing in."

The writer's views regarding the future of college teaching are based on several conscious assumptions which should be stated at the outset of this chapter. (1) It is assumed that the current international tug of war will last at least a decade longer and that we should meanwhile steadfastly regard ourselves as crucially involved in Operation Survival. (2) It is further assumed that neither of our political parties will again permit a depression like the big one we had, perhaps not even a major recession. (3) It is assumed in the third place that the American people will not permit themselves to offer the coming generation less education per capita than their predecessors. (4) Finally it is assumed that fluctuating economic conditions may affect trends in various specialties, and in the type of institutions attended, but that these trends will have little effect on the over-all quantity of college enrollment and of staffing which will be needed. In short, we seem to be justified in assuming that the dimensions of the emerging *status quo* in undergraduate higher education will constitute one of the steadiest and perhaps the most inevitable of the current aspects of the American way of life.

No matter which way we turn we are faced with the staggering task of building faculties for the "bulge" of the sixties. This in turn forces mention of the question of how much our institutions should bulge. This administrator is frankly taking the position that we must first estimate the cost of given units of possible expansion and know where the necessary money is coming from. Realizing that the student who pays his way



pays only two thirds of the cost of his education, we expand at the risk of being like the clothier who is selling \$1 shirts "like hotcakes" for 66 cents: the more he sells the closer to bankruptcy he is. Even after we have the money, at what point of size do we lose the qualitative birthright for which the customer has been willing to pay more?

Whether my institution bulges or not, we shall be competing for teachers with those which do. With typical Yankee optimism, we may be tempted once more to settle for the slogan that the American assembly line can lick anything. But let's take another look. A recent report of the Fund for the Advancement of Education, entitled "Teachers For Tomorrow,"\* makes it clear that by 1970 a student's chances of being taught by a Ph.D. are likely to be only half what they are today. This points up the crux of the matter as being qualitative rather than quantitative. When we have a shortage of physicians or engineers, offices are closed and the client may not get waited on. But when there is a shortage of teachers we do not send students home; we get them waited on the best we can. Already there is talk of recourse to all kinds of marginal sources (mostly part-time) to meet the college teacher shortage, from housewives to ministers, from businessmen to retired soldiers. Here and there in each of such categories we might turn up a real find; but the implication of such a suggestion is usually one of desperation rather than optimism.

The qualitative crisis becomes intensified by the startling realization that the compromise with quality will thus occur at the strategic crossroads of the basic development of all our potential specialists. Unless we resort to a totalitarian system, making young people from the beginning the specialized tools of the state, all our talented human resources must go through the corridor of undergraduate training. Here is the tooling up phase of supplying our shortages for Operation Survival. And yet it is precisely this most basic of all critical needs, good

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\*New York: *Fund for the Advancement of Education*, 1955, p. 25.

college teaching, which is being given the least systematic implementation.

In the long run our national welfare may be at least as dependent on the educational service which we render to the coming rank and file of *junior college students* as it is on the development of our *talented* young people for a war of specialists. In the American way of life this large majority is still sovereign. It is they and not their commissars who will make the basic decisions. In a sense the less-capable and less-motivated students of this majority are more dependent on good teaching than is the talented minority who tend to do well whether their teachers are good, bad, or indifferent. As the educators, not only of our specialists but of our future citizenry, college teachers again constitute a critical bottleneck of our future national welfare.

We come then to the question of what can and should be done about a national problem which is so uniformly recognized but which tends to remain an academic matter (perish the term). There appear to be several possible formulae or combinations thereof. (1) We can dignify our lethargy with that calloused euphemism *laissez faire* and let nature take its course, expiating our sins with official resolutions and sporadic efforts. (2) We can do even worse for our country by dragging our professional feet, aggravating the disequilibrium with restrictionist tactics such as most educators are quick to condemn in certain other professions. (3) We can turn the whole thing over to a national bureau or commission and thus at least get it off our consciences. (4) We can make democracy work by mobilizing public support under expert co-ordination, and by obtaining the necessary funds for appropriate leadership from both public and private sources. Obviously there is little hope short of the fourth formula, just given, or a combination of 3 and 4.

What should be the strategy of a movement to meet the coming shortage of college teachers? The basic undertaking would be a radical upgrading of the profession in practice as

well as in theory. The initial assignment, therefore, is that of our publicists and the public whom they must influence. Abstractly we seem to fare quite well. In a national opinion poll conducted for the President's Commission "College professors rank seventh in a rating of the prestige of 90 occupations, topped only by United States Supreme Court Justices, physicians, State Governors, members of the President's Cabinet, diplomats of the U. S. Foreign Service and Mayors of large cities."\* But in this case, as in many others, the American public espouses one set of values in terms of verbal esteem while it spends its money for education according to a radically different scale of priorities. As usual, action speaks much louder than words. If the public will say it with salaries as well as it does with sentiment, we can rapidly translate the results into an ample supply of college teachers who will have high standards.

As pointed out earlier, the good teacher cherishes his intellectual freedom at least as much as he does his financial solvency and the American public can do a lot about this too. In the abstract we fervently believe in freedom, perhaps even academic freedom. But we tend to applaud the interventionist who loudly wants to know why the college president doesn't "do something about Professor X."\*\* The professor is alleged to be a security risk, but it usually turns out that he is harmlessly "working on behalf of minority groups" or "hunting for the utopia of a world organization." Whether the subject is finance or freedom, this ambivalence of the public is, of course, only one of the "dichotomies which have to be resolved"\*\*\* by the professor, but a friendly voice in the market place and in the public press now and then will do wonders for the status of the profession.

The solution of the coming shortage of college teachers must

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\**Op. cit.*, p. 28.

\*\*President Deane W. Malott of Cornell University, *N. Y. Herald Tribune*, June 27, 1953.

\*\*\*Tead, Ordway, "The Role of the College Teacher in Our Culture," *A.A.V.P. Bulletin*, Spring, 1952.

be attempted on all fronts if it is to be effective. In appraising our leadership resources at the national level we must first re-examine our phobia against the most eligible partner of us all, namely, the Federal Government. Is it nothing to us that the arch-pirate of our present and prospective college teaching personnel is in many minds prevented from giving us compensatory leadership in filling the gaps it creates? The specifications for such cooperation were given in Volume IV, Chapter III, of the Report of the President's Commission:

An agency, national in scope, should be charged with the responsibility for promoting and co-ordinating recruitment efforts. The agency chosen might well be one of the existing national professional associations, or it might be a specially appointed group. It would perform the functions of marshalling resources, stimulating action, and focusing public attention. The success of such recruitment efforts as have been proposed above is dependent largely upon the provision of leadership, which must be bold and imaginative in devising ways and means of picturing teaching as the glorious adventure that it really is.\*

For eight years, beginning in 1945, the Association of American Colleges published a roster of prospective college teachers each of whom had been nominated by a college president for sponsorship by his alma mater through a master's degree and back to the campus for at least an internship. It is said to have died out because college presidents got their teachers from other sources and because the national office of this organization did not have the money and clerical help to nourish the plan through its infancy. The present executive director recently told the assembled registrars of the nation:

In the immediate future we hope to undertake with suitable foundation support, a project—on a modest experimental scale to begin with—for identifying potential college teachers among promising students at the undergraduate stage, encouraging them to think seriously of teaching as a career, assisting them where necessary to obtain graduate training, following and if need be guiding their

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\**Op. cit.*, pp. 31, 32.

progress in graduate study, and providing improved machinery for placing them in employment.\*

While it is possible that our interests as constituent members will be well advanced by these efforts of the Association of American Colleges (if they materialize), active support on a national scale by denominational sources might make a crucial difference. As early as 1940 Browne's Committee was recommending "that the Presbyterian colleges or all church-related colleges organize a central agency through which they can make articulate the needs of their institutions for teachers and through which an occasional interchange of faculty members could be arranged."\*\* After all, persons in "Christian vocations" get their basic training from college teachers. Why, then, should the teachers in church-related colleges not be admitted to full-fledged membership in, and sponsorship by, our denominational agencies on Christian vocations?

One of the biggest questions remains: What will the graduate schools do not only to serve their ancient and honorable purpose of fostering research but to accomplish without obscurantism the other half of their job, namely, the professional preparation of college teachers, including, of course, the kind and amount of research which nourishes their own teaching proficiency?

It is high time for a few widely respected academicians of good will and a few widely respected educationists of good will to get around a table together and spell out a nonpartisan graduate program, which is precisioned to some identifiable competencies for college teaching. As Earl Anderson puts it,

Those accepted into the teaching program should meet certain standards of human relationships, of teaching techniques, and of understanding the purpose of higher education. These individuals should, *as a part of their program, demonstrate* facility in teaching in their fields under the supervision of experts in those areas. In my judgment the major focus of this preparation for teaching lies in the

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\* Distler, Theodore A., "Small Boats on the Rising Tide," *College and University*, XXX (July, 1955) p. 438.

\*\* Browne, Kenneth Alton, *op. cit.*, p. 94.



department concerned, but there are services which wisely can be drawn upon from the areas of education, psychology, and other departments. Oregon State College, Ohio State University, the University of Chicago, Syracuse, and other institutions have made some contributions in such programs. Recently, it has been announced that the Ph.D. in history at the University of Wisconsin will be granted only to candidates who have demonstrated recognized skill in teaching.\*

In an unpublished paper presented at a meeting of the National Institutional Teacher Placement Association at Ann Arbor in December, 1954, August W. Eberle put our problem in sensible perspective:

I think the problem will ultimately be solved as much as it will ever be solved by the widespread establishment of community or junior colleges. . . . In this way it will be found acceptable to employ people with master's degree level preparation to teach 13th- and 14th-year students. Then those with or near doctor's degrees may be utilized more adequately for upper, graduate, and professional level teaching.

Texas is reportedly already in process of setting up a graduate program tailored to the preparation of junior college teachers. One might add that two or three years of predoctoral (or "co-doctoral") experience in the coming junior college field might well become a strategic link in the chain of professional development of our teaching Ph.D.'s of the future. Arthur Adams summed it up as follows: "A scarcity of teachers with the traditional credentials may bring about a healthy scrutiny of the actual competence required."\*\*

There are at least two things, however, that professors will have to undertake almost alone. The first is the theory and practice of selfesteem. This problem is admirably presented by Dean William E. Alderman of Miami University in his article,

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\*"How Can We Provide Effective Teachers for Greatly Increased College Enrollments?" *The Educational Record*, October, 1955, p. 307.

\*\*"The Rising Tide Lifts All the Boats," *College and University*, July, 1955, p. 395.



"On Teachers and Teaching in College and University," January, 1954, in which he quotes a staff member as follows:

If it is possible to keep *some* of our . . . teachers from tearing down their own professions in the classroom by complaining in front of students about low salaries, the low social standing of college professors and the hardships under which they must labor, the college teaching profession might have greater appeal to many college students.

Dean Alderman goes on to say:

Far be it from me to suggest hypocrisy to the teacher who is not enthusiastic about teaching. He could not by some specious enthusiasm, trumped up for prudential reasons, set his students afire with an obsession to *be* great teachers *themselves*. Only those with a joyous sense of commitment are likely to beget their kind. . . . Students who do not fall in love with the life of the mind and spirit in the liberal arts classrooms of the nation are not likely to be made converts to the profession of teaching in the marts of the world.

The second assignment for contemporary professors and their deans is the systematic identification and encouragement of potential college teachers in the present undergraduate student body. These are described by Dean Alderman as "young men and women with warm personalities, keen minds, high moral standards, wholesome outlooks, originality, imagination, and pleasing voices. Some of them are idealistic enough to be willing to live vicarious and sacrificial lives in a profession that is second to none." When a master teacher and a prospective teacher who both have these qualities get together in a scholarly partnership, particularly at the undergraduate level, we have the formula at work which has been found to be the most productive factor in the development of scientists. Perhaps it is also the most promising single device for the production of superior college teachers for the future.

It remains for the undergraduate to decide whether he can and does fit the bill. If he is on fire with the determination to be a part of the qualitative as well as the quantitative solution of this national problem, he may rest assured that even the

financial rewards for the superior teacher he is becoming will be forthcoming before too long. If the prospective teacher can honestly answer the call on sincere and sacrificial grounds, other things shall be added. If he has learned the appropriate use of prestige and power, they are his for life. If he likes to associate intimately with some of the finest people on earth and is prepared to reciprocate, he will find them on the faculties and in the student bodies of our colleges and universities. If imperfections are to him a challenge to problem solving rather than an excuse for intellectual hypochondria, he will thrive on the creative solution of conflict. The joy of continued study is his in perpetuity. The privilege of service becomes not a part-time avocation but an integral part of all his waking hours. He can even have vacations without ulcers.

The successful college teacher has a life membership in what Ordway Tead\* has called

a secular priesthood . . . that creative minority of idealists par excellence. . . . It is for the teacher to grasp and use his special leverage in the interest of advancing a longer view, a helpful perspective, and an elevation of sights, among all he can influence on every conceivable issue of personal and social amelioration. The tensions of his position are serenely accepted and proudly used for the public good in all fields, intellectual and spiritual. His is the mandate to embrace with open arms the summons to be the happy warrior.

To sum up, faculties for today and tomorrow will be built by their gaining hopeful conditions of service, intriguing opportunities for cooperative professional growth, fair evaluation, and a contagious personal sponsorship of the outstanding teacher prospects in their classes. Here is a new evangelism for the Christian college and all its agencies. Let Andrew again go out and get his brother, Simon Peter, so that when the harvest is ripe the workers will be adequate in number and better trained. In building the faculty of the future we may well be building anew our faculties of today.

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\*Tead, Ordway, *op. cit.*, pp. 17, 18, 20.

# EXHIBIT A

## TO: OHIO WESLEYAN UNIVERSITY

Name \_\_\_\_\_ Date \_\_\_\_\_

Application for position in \_\_\_\_\_ (Dept.)

Permanent Address \_\_\_\_\_  
(Street)

Permanent Telephone \_\_\_\_\_ (City) (State)

Present Address \_\_\_\_\_  
(Street)

Present Telephone \_\_\_\_\_ (City) (State)

Date of Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_

Height \_\_\_\_\_ Weight \_\_\_\_\_ Condition of Health \_\_\_\_\_ Physical Handicaps \_\_\_\_\_

Marital Status: Single \_\_\_\_\_ Widowed \_\_\_\_\_ Number of Sex and  
Married \_\_\_\_\_ Date \_\_\_\_\_ Children Ages \_\_\_\_\_  
Divorced \_\_\_\_\_ Date \_\_\_\_\_

Church Membership \_\_\_\_\_ Church Activities \_\_\_\_\_

EDUCATION. Colleges and universities attended: \_\_\_\_\_ Dates of attendance: \_\_\_\_\_ Major: \_\_\_\_\_ Degree and Minor: date conferred: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Honors or distinctions received, including honorary societies:

EMPLOYMENT. Institution, Inclusive Functions performed, Nine months  
armed service or firm: dates: courses taught, other duties: salary:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Professional memberships:

Articles or books published:

What is your minimum expectancy in salary for nine months? \_\_\_\_\_

What is your minimum expectancy in rank? \_\_\_\_\_

Plans for further study, research or writing:

To what extent do you understand and accept the general purposes and ideals of a liberal church-related college? (See statement enclosed with this blank)

To what extent is it your practice to adjust your teaching to the individual student?

From which Placement Office, if any, have you requested a copy of your credentials sent to us?

List references with whom we may confer, including latest employer.

Name

Occupational title

Address

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Give below, or furnish herewith, a list of graduate and undergraduate courses taken, unless these are forthcoming from other sources.

Extracurricular interests and hobbies:

## EXHIBIT B

### STATEMENT OF PRINCIPLES

The Ohio Wesleyan University has been commissioned by The Methodist Church and chartered by the State of Ohio "to be conducted on the most liberal principles, accessible to all religious denominations, and designed for the benefit of our citizens in general."

For more than one hundred years Ohio Wesleyan has occupied a distinguished place among liberal arts colleges of the nation. Such distinction can be maintained only through constant awareness and scrutiny of the University's obligation to her students and to society.

The fulfillment of her mission as a Christian college of liberal arts demands emphasis upon:

Familiarity with and appreciation of the best in the scientific, aesthetic, social, and religious achievement of mankind

Ability and desire to think and act honestly, intelligently, creatively, effectively, and cooperatively for the human good

Adequate adjustment to the physical and social environment

Programs toward the realization of these ideals call for cooperation of all members of the University in:

A courageous and persistent search for truth

A readiness to share in constructive effort for social welfare

Loyalty to the highest ethical standards in economic, political, and social life

The development of every personality according to the Christian principles of love and service

A constant effort to live on the highest plane of Christian idealism

The attempt to realize Christian ideals in all corporate activities of the college

Mutual respect for varying interpretations of Christian doctrine and responsibility

This necessitates the selection of a faculty of sound moral character and exemplary conduct, heartily and thoroughly committed to the Christian purpose of the institution, whose instruction is never hostile to such purpose but is always sympathetic with it.

## EXHIBIT C

### INTELLECTUAL FREEDOM AND RESPONSIBILITY

The Charter of the Ohio Wesleyan University, granted in 1842, provides that "the University is forever to be conducted on the most liberal principles, accessible to all religious denominations and designed for the benefit of our citizens in general." The spirit of this statement has persisted through the years, so that today Ohio Wesleyan University continues to live and thrive in an environment of intellectual freedom. It is, therefore, fully committed to a more-recent declaration of the General Conference of The Methodist Church (1952): "Our role is not to suppress ideas, but to open channels of communication, so that men can come to know the thoughts of their neighbors, and so that the best thoughts of all men can come to be the possessions of all mankind."

In pursuance of this tradition, the administration has maintained for students and faculty alike a climate of freedom in learning and inquiry. As a specific guarantee of this climate of intellectual freedom, the faculty and the Board of Trustees have adopted the 1940 statement of the American Association of University Professors relative to academic freedom. It states: "The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject." The only limitations that can appropriately be placed upon the teacher's academic activities are those required by the accepted standards of his profession, such as sustained inquiry, propriety of statement, integrity of character, and objectivity of exposition. At the same time, the student should be assured that the protection of his freedom to learn is a primary responsibility of the faculty and the administration.

Ohio Wesleyan University has recognized that its faculty and students are citizens of local, state, and national communities, as well as members of an academic community. The 1940 statement of the American Association of University Professors emphasizes the freedom and responsibility of teachers as citizens in the following words:

When (the teacher) speaks or writes as a citizen he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the



opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

Within these appropriate limits faculty members should be free to think and act as citizens of the whole community. Students should also be encouraged to exercise freely the rights and to assume the responsibilities of citizenship.

## EXHIBIT D

### FORMAL REMOVAL PROCEDURE

With the concurrence of the Faculty Personnel Committee the following statement was approved by the Executive Committee of the Board of Trustees on February 6, 1954, and by the Board on February 19, 1954. It specifies the procedures to be used in the event that it becomes necessary to take formal action looking toward the dismissal of a member of the faculty.

1. That the faculty member be provided with a statement by the Vice President and Dean indicating the reasons for concluding that the best interests of the University would be served by terminating his or her services.
2. That the person concerned be given a reasonable period of time (such as 10 days) in which to reply in writing to the letter.
3. That the person involved be informed of the fact that in addition to replying in writing, he or she may appear before the Faculty Personnel Committee accompanied by counsel, if he so desires, in order to present his or her side of the case in person. The faculty member should be accorded the right of presenting witnesses who are in a position to testify in his or her behalf.
4. The Personnel Committee should also, of course, have the right to call in any witnesses who in its judgment will be able to be of assistance to it in arriving at a recommendation.
5. After giving full consideration to both sides of the case, the Faculty Personnel Committee should make its recommendations to the President.
6. The faculty member should be advised of the recommendations of the Personnel Committee and should be provided with the opportunity, if he so desires, of making any additional representations to the University Council and the President, prior to a decision being made by the President. If the additional representations that are made to the University Council and the President in effect constitute evidence not previously considered by the Faculty Personnel Committee, the President should refer the matter back to the Committee with the request that it consider the new evidence and decide whether or not it desires to change its recommendations. If the representations

to the University Council and President are simply a restatement of material already considered by the Faculty Personnel Committee, the President should, after listening to them, and after receiving the recommendation of the University Council, arrive at his decision.

7. The President shall report his decision to the Executive Committee of the Board of Trustees for ratification.

## EXHIBIT E

### POLICIES AND PROCEDURES CONCERNING APPOINTMENT, RANK AND TENURE

Rank of appointment and promotion at Ohio Wesleyan University shall be based upon the extent of training in terms of degrees or equivalents and the extent of experience in terms of the number of years of successful college teaching or its equivalent with primary consideration for the following criteria:

1. Effectiveness in teaching
2. Breadth of cultural background
3. Command of one's field
4. Continued scholarly growth as evidenced through research, publication and professional participation
5. Effectiveness in individual service to students (counseling, co-curricular supervision, etc.)
6. Effectiveness of cooperation with colleagues
7. Public service through community participation, church work, outside speaking, etc.

The tenure of an instructor or assistant professor is limited to the terms of the contract unless otherwise specified. He is appointed, or reappointed, on an annual basis during an initial period of three to five years, after which he may be granted continuous tenure. A full-time instructor who has not successfully qualified for a promotion after six years shall ordinarily not be retained.

The tenure of a professor or an associate professor is regarded as continuous unless otherwise specified at the time of appointment or unless he is removed for cause in accordance with formal removal procedure.\*

The eligibility of an instructor for promotion shall be reviewed (a) when he has a Ph.D.\*\* plus one year of successful college teaching experience\*\*\* (or acceptable equivalents of both) or (b) when he has a

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\*Recent practice has typically been that of extending initial two- or three-year contracts, with mutual expectation of continuous tenure thereafter.

\*\*It is recognized that the possession of a Ph.D. is less common in some departments than in others. This may call for special consideration in such fields as Fine Arts, Home Economics, Music, Physical Education and Speech.

\*\*\*Nonteaching experience is not regarded as an equivalent of college teaching experience in direct ratio, unless its complete relevance and equivalence are demonstrated to the satisfaction of the Personnel Committee.

master's degree plus five years of successful college teaching experience (or acceptable equivalents of both). Favorable consideration for promotion shall depend primarily upon promise of a high rating on most of the qualitative criteria.

The eligibility of an assistant professor for promotion shall be reviewed (a) when he has a Ph.D.\*\* plus five years of successful college teaching experience\*\*\* (or acceptable equivalents of both) or (b) when he has a master's degree plus fifteen years of successful college teaching experience or an equivalent of the latter. Favorable consideration for promotion shall depend primarily upon a high rating on most of the qualitative criteria.

The eligibility of an associate professor for promotion shall be reviewed (a) when he has a Ph.D.\*\* plus ten years of successful college teaching experience\*\*\* or acceptable equivalents of both. Favorable consideration for promotion shall depend primarily upon a high rating on the qualitative criteria.

## EXHIBIT F

### FACULTY FELLOWSHIPS AT OHIO WESLEYAN UNIVERSITY

Ohio Wesleyan University offers a series of Faculty Fellowships annually, each Fellowship for a semester's leave of absence to be equivalent to the full semester's salary of the Fellowship holder, and each Fellowship for a year's leave of absence to be equivalent to one half of the Fellowship holder's annual salary. . . .

Members of the faculty and administrative officers on continuous tenure are eligible to apply for Faculty Fellowship; ordinarily, however, the recipient of such a fellowship would be expected to have served with the University for a period of at least six years.

Applications shall set forth definite plans for projects calculated to improve the service of the individual in teaching, research, or administration. The applications shall be filed, in written form, by January 1 of the academic year preceding the one in which the leave of absence is desired.

Awards shall be recommended annually to the Dean and to the President by the Faculty Personnel Committee. In its deliberations the Committee may call in one or more colleagues, not members of the Committee, to aid in the evaluation of specific applications. Awards shall be made on the basis of the merits of the projects presented and on the demonstrated capacity of the applicant, but preference shall be given to applicants with the longer term of service to the University.

No particular period must elapse between successive awards made to a given individual, but it is understood that the Committee, in considering applications for subsequent awards, will take into account the recency of the last such award and the fruitfulness of the accompanying leave of absence for the individual and the University.

In general, no holder of a Faculty Fellowship shall accept salary, or remuneration in addition to the Fellowship granted by the University; this is intended to apply especially to those on a one-semester leave of absence. In the case of Faculty Fellows on a full-year leave of absence, although it is understood that they will undertake no heavy teaching nor other work which demands a large portion of their time and energy, some minor means of augmenting income may be approved. In case the holder of a Faculty Fellowship has received a grant from another source, the Committee may, in its discretion, allow less than the full amount of the University grant, always keeping in mind the program and the needs of the particular grantee.



In order to establish a record of results from the award of Faculty Fellowships, the recipient of such a grant will be expected to file with the President and the Dean of the college full reports of his activities after the conclusion of his project. These reports will be taken into account not only in considering applications for later Fellowship awards but also in considering possible promotions in rank and salary.

## EXHIBIT G

### FACULTY PERSONNEL INFORMATION *Ohio Wesleyan University*

In order to fulfill its responsibilities to members of the Faculty and to the University the Faculty Personnel Committee needs up-to-date information concerning your academic progress and/or your professional and community activities. Will you use this blank to bring to our attention relevant information not already available in your personnel folder? If you are in doubt, we would prefer duplication.

Professional record of \_\_\_\_\_ (Name)

As of \_\_\_\_\_ (Date)

Residence \_\_\_\_\_

Date of Birth \_\_\_\_\_ Place \_\_\_\_\_

Change in	Names of	
Marital	Additional	
Status _____	Children _____	Ages _____

#### A. DATA REGARDING QUANTITATIVE CRITERIA:

##### 1. Additional Graduate Study

University	Dates of Attendance	Major	Degree Conferred	Date Degree Was Conferred
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

##### 2. Recent Employment (other than or in addition to O. W. U.)

Institution or Firm	Inclusive Dates	Rank or Title	Description of Duties
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

#### B. DATA REGARDING QUALITATIVE CRITERIA: (Please report evidence relevant to any or all of these criteria, especially regarding 4, 5, 7.) (Use other side.)

1. Effectiveness in teaching
2. Breadth of cultural background
3. Command of one's field
4. Scholarly growth (research, publication, professional participation, honors or distinctions received)
5. Amount and effectiveness of individual service to students (counseling, etc.)
6. Amount and effectiveness of cooperative work with colleagues
7. Public service (community participation, church work, outside speaking, etc.)

C. On the basis of institutional policy adopted by the Faculty, I hereby request that my eligibility for \_\_\_\_\_ be reviewed on or about\_\_\_\_\_.

(Please return this report to the Dean's Office)

# EXHIBIT H

## TEACHER EVALUATION BLANK

Colleagues are in an advantageous position to aid the Faculty Personnel Committee in evaluating teaching staff members. The reliability of the evaluations we make is improved by the pooling of our several impressions. Will you cooperate by giving your appraisal of the teacher named on the back of this sheet? Please return this blank to me marked "personal" by \_\_\_\_\_.

C. E. Ficken

Please use present teachers at Ohio Wesleyan as the basis of comparison. Omit items on which you do not have reliable information.

	Above		Below		
	Superior	Average	Average	Inferior	
	TOP 10%	20%	MIDDLE 40%	20%	BOTTOM 10%
BASIC RESOURCES:					
1. Breadth of cultural background					
2. Command of immediate teaching field					
3. Enthusiasm in and for teaching students					

### PERSONAL AND SOCIAL QUALITIES:

4. Personal appearance grooming					
5. Energy, physical vigor, "drive"					
6. Effectiveness of speaking voice					
7. Geniality, sense of humor					
8. Freedom from interfering mannerisms					
9. Emotional stability, poise					

### EFFECTIVENESS IN TEACHING & COUNSELING

10. Clearness of planning and assignment					
11. Clearness of classroom exposition					
12. Use of scholarly sources beyond text					

	Above		Below		
	Superior	Average	Average	Average	Inferior
	TOP 10%	20%	MIDDLE 40%	20%	BOTTOM 10%
13. Tie-in of subject with contemporary life					
14. Stimulation of student alertness and effort					
15. Skill in utilizing student participation					
16. Skill in "sticking to subject"					
17. Patience with students, open-mindedness					
18. Attention to individual differences					
19. Stimulation of independent student work					
20. Encouragement of student contact					
21. Attention to office hours					
22. Fairness of testing and grading					

#### PROFESSIONAL TENDENCIES AND PRACTICES

23. Engagement in scholarly projects					
24. Pedagogical self-improvement					
25. Interdepartmental creativeness					
26. Value for extraclass service					
27. Promotion of institutional ideals					
28. Sense of fitness in personal habits					
29. Adjustment to colleagues					
30. Adjustment to our facilities					
31. Adjustment to community					
32. What is the teacher's weakest point?					

### QUESTIONS FOR THE RATER:

- In regard to the person under consideration, has your opportunity
- for observing his work been extensive\_\_\_\_, occasional\_\_\_\_, rare\_\_\_\_;
  - for receiving reports from others been extensive\_\_\_\_, occasional\_\_\_\_, rare\_\_\_\_;
  - for checking the accuracy of such reports been extensive\_\_\_\_, adequate\_\_\_\_, inadequate\_\_\_\_.

If expressions of student approval have come to your attention, do they stem from

- easy grading?
- lightness of assignments?
- creative use of subject matter?
- ability to work through with students on personal problems?
- (other)

If adverse criticism by students has come to your attention, is it attributed to

- alleged unfairness of grades given?
- the difficulty of assignments?
- peculiarities of personality?
- devotion to subject matter rather than to students?
- inability to establish rapport with the student?
- (other)

SUPPLEMENTARY COMMENTS: (Write a letter if you prefer to do so)

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### PRIMARILY FOR CHAIRMEN OF DEPARTMENTS

- (1) Do you advise *nonrenewal* of this teacher's contract?\_\_\_\_\_
- or (2) Do you recommend candidate *with reservation* and for another year only? \_\_\_\_\_
- or (3) Do you recommend unreservedly, with expectation of continuous tenure?\_\_\_\_\_

In consideration of both quantitative and qualitative criteria (see Faculty Handbook), on approximately what date do you estimate this person should receive promotion, if any?\_\_\_\_\_

Person evaluated:

Signature\_\_\_\_\_

Date:\_\_\_\_\_



## EXHIBIT I

To Department Chairman addressed:

To Faculty Personnel Committee needs your assistance in appraising your associates in terms of several characteristics given below. Will you please list the following persons in the order in which you would rank them on each:

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

### A. TYPE OF BEST TEACHING SERVICE

I. How effective is each (or would he be) with beginners (freshmen and sophomores)?

1st \_\_\_\_\_, 2nd \_\_\_\_\_, 3rd \_\_\_\_\_, 4th \_\_\_\_\_

For example:

II. How effective is each (or would he be) with advanced students?

1st \_\_\_\_\_, 2nd \_\_\_\_\_, 3rd \_\_\_\_\_, 4th \_\_\_\_\_

For example:

### B. BREADTH OR DEPTH OF SCHOLARSHIP

III. To what degree would each be regarded by qualified judges as having a mastery of his field?

1st \_\_\_\_\_, 2nd \_\_\_\_\_, 3rd \_\_\_\_\_, 4th \_\_\_\_\_

For example:

IV. How skillful would each be regarded in his ability to correlate his courses with other fields and disciplines?

1st \_\_\_\_\_, 2nd \_\_\_\_\_, 3rd \_\_\_\_\_, 4th \_\_\_\_\_

For example:

### C. INDIVIDUAL SERVICE TO STUDENTS

V. How generous is each with time given to individual student contacts?

1st \_\_\_\_\_, 2nd \_\_\_\_\_, 3rd \_\_\_\_\_, 4th \_\_\_\_\_

For example:

VI. How skillful is each in helping the individual student solve his own problems?

1st \_\_\_\_\_, 2nd \_\_\_\_\_, 3rd \_\_\_\_\_, 4th \_\_\_\_\_

For example:

### D. COOPERATION WITH COLLEAGUES

VII. To what extent is each a "catalyst" among members of the department or other colleagues, e.g., to what extent does each prove to be a part of the solution to a problem rather than just a part of the problem?

1st \_\_\_\_\_, 2nd \_\_\_\_\_, 3rd \_\_\_\_\_, 4th \_\_\_\_\_

For example:

E. ALL THINGS CONSIDERED, in what order would you rank these persons in value to the University?

1st \_\_\_\_\_, 2nd \_\_\_\_\_, 3rd \_\_\_\_\_, 4th \_\_\_\_\_

Supporting observations:

Date \_\_\_\_\_ (Signed) \_\_\_\_\_

## EXHIBIT J

### STUDENT REACTION SHEET

This is an invitation to participate in a sampling of public opinion regarding any and all aspects of living and learning together at Ohio Wesleyan. Your responses will remain completely confidential between you and me.

C. E. Ficken

1. Name \_\_\_\_\_ 2. Class: (circle) FR. SO. JR. SR.
3. My (probable) major is \_\_\_\_\_ 4. My advisor: \_\_\_\_\_
5. I room at \_\_\_\_\_ 6. My high school was: \_\_\_\_\_
7. Subjects I liked best in high school: \_\_\_\_\_  
(or college)
8. Subjects I liked least in high school: \_\_\_\_\_  
(or college)
9. I ranked in the (underline) upper, middle, lower, third of my high-school class.
10. At Wesleyan my cumulative average has been about \_\_\_\_\_.
11. Among my greatest SATISFACTIONS at Ohio Wesleyan to date are:
12. Factors in my Ohio Wesleyan experience to date which have been DISAPPOINTING are:
13. Changes I would make at Ohio Wesleyan, if I could, are:

In furtherance of a continuous study of "The Improvement of College Teaching," you are invited to help answer the question, "*What Constitutes Superior College Teaching?*" Please proceed as follows: On the left make a list of the instructors you have at Ohio Wesleyan *this semester*. Then underline those whom you consider to be better-than-average teachers and state below two to five reasons why you consider that person's teaching superior. (If you have no such teacher this semester, name *one* from your previous experience stating the year after his or her name.) Under V below, state several things which, in your opinion, characterize *inferior* teaching here, either in terms of procedures or qualities.

I. Teacher's Name: \_\_\_\_\_  
REASONS:

- 1.
- 2.
- 3.
- 4.
- 5.

II. Teacher's Name: \_\_\_\_\_  
REASONS:

- 1.
- 2.
- 3.
- 4.
- 5.

III. Teacher's Name \_\_\_\_\_  
REASONS:

- 1.
- 2.
- 3.
- 4.
- 5.

IV. Teacher's Name \_\_\_\_\_  
REASONS:

- 1.
- 2.
- 3.
- 4.
- 5.

V. Without giving names, I consider the following qualities and practices as being characteristic of poor teaching which I have observed:

- 1.
- 2.
- 3.
- 4.
- 5.

## EXHIBIT K

To persons addressed:

Ohio Wesleyan University attempts to anticipate its personnel needs by the accumulation of information regarding teachers who might be interested in appointment to our staff. To this end we should appreciate from you a full and confidential statement of what you know about the qualifications of \_\_\_\_\_  
for a position as \_\_\_\_\_

The form below is intended for your convenience in replying. Please omit items on which you do not have reliable information. A supplementary letter will be welcome if you care to make additional comments.

### AMONG TEACHERS YOU KNOW:

	Superior	Above Average	Average	Below Average	Inferior
Command of immediate teaching field					
Breadth of cultural background					
Teaching effectiveness, student response					
Personality, impression upon others					
Personal appearance, "grooming"					
Health, physical vigor, "drive"					
Geniality, sense of humor					
Freedom from mannerisms					
Poise, emotional stability					
Sense of fitness in personal habits					
Attention to improvement of teaching					
Attention to individual student					
Scholarly interest, productivity					
Dependability, punctuality					

	Superior	Above Average	Average	Average Below	Inferior
Cooperativeness, adaptability					
Leadership ability					
How long, and in what capacity have you known this person?					

Is he a relative?

What physical handicaps, if any, does he have?

In what respect is he in greatest need of improvement?

To what extent, in your opinion, would this person find the purposes and  
program of a liberal church-related college congenial?

Use reverse side for remarks, if you wish.

Date\_\_\_\_\_

Name\_\_\_\_\_

Title or Occupation\_\_\_\_\_



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\*Bixler and Browne remain the most valuable sources which have come to the attention of the writer.

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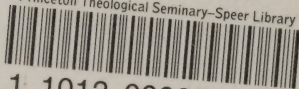
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